**K-5 Math Lesson Plan**

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| **Teacher:**  **Monica Ryan**  **Sedalia Elementary** | | | **Grade:**  **2** | | | **Date(s)**:  **Day 2 of Task 4** |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Fill in the chart to show your findings to the PTA treasurer. Your chart should include how much was in inventory, how much needs to be bought, and how you determined this for each item. | | |
| **Essential Question(s):**  How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Overhead * Base-ten Blocks * En Visions 17-8 * Index Cards * Computer * Number Tiles | | **Student:**   * Pencil * Math Journal * Base-ten Blocks * Worksheets 17-8 * Index Cards | | | Place Value  Hundreds  Tens  Ones  Skip Counting  Counting On | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1:** *Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.*  **2.NBT.3:** *Read and write numbers to 1,000, using bade-ten numerals, number names, and expanded form.*  **2.NBT.4:** *Compare two three-digit numbers based on meanings of the hundreds, tens, and one digits, using >,=, and < symbols to record the results of comparisons.*  2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.* | | | | | |
| **I Can Statement(s):**   * + I can read a three digit number.   + I can identify the place that each digit holds.   + I can read two numbers and decide which is larger or smaller. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher will introduce lesson by using animation envisions video Lesson 17-8 Ordering Numbers from Least to Greatest. Once the video is completed the teacher will write these numbers on the board 615, 472, and 425. The question posed to students will be “When looking at numbers 615, 472, and 425, put them in order from least to greatest?” Teacher will model and demonstrate how to put these numbers in order looking first at the hundreds place. If the number is the same then teacher will move to the tens place. Using envisions work mat on page 539, Lesson 17-8 teacher will guide students to complete the work mat using a variety of index cards with numbers written on them that will be placed on the board. Students will order them on their paper from least to greatest then different students will come to the board and place the cards in order from least to greatest. Will we complete this three times with three different sets of numbers. | | | | | |
| **Teacher Directed:**  Teacher will remind students’ ordering three numbers is similar to comparing two numbers. Using EnVisions workbook page 540 have the students underline all the numbers hundreds place in red, all the numbers in the tens place blue, and all the numbers in the ones place green. This will make is easier to compare hundreds, tens and ones. Teacher will compare a three digit and a two digit number and explain which number is the least and greatest of the two and why (548 and 76). | | | | | |
| **Guided Practice:**  Teacher will guide students in writing the numbers in order from least to greatest in problems 1-4 on page 540. At the bottom “Do you understand?” is a number with three digits always greater than a number with two digits and how do you know? (answer) A three digit number is always greater because it has a digit in the hundreds place. | | | | | |
| **Independent Practice:**  Students will two problems in which they must write the numbers in order from least to greatest and two problems in which they must write the number in order from greatest to least. Once completed students will read the riddle, find the clues in order to figure out the names that match the students’ scores. Problem solving – students have to read two problems in order to order the numbers from least to greatest and then greatest to least.  \*\*EnVisions worksheet pages 541-542\*\* | | | | | |
| **Closing/Summarizing Strategy:**  Using the index cards from the Hook, teacher will place three cards on three different students’ desks. They will then rush to the front and get in the order the teacher calls out; either least to greatest or greatest to least. This will happen with different sets of numbers until each student has had a chance to rush to the front. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | * Create your own chart to show findings to the PTA treasurer. * Come up with your own way to show your findings. | | | | |  | | --- | | * Use pre-labeled chart to show findings (may not include all items depending on previous intervention strategies). | | | | |  | | --- | | * Use a pre-labeled chart to show findings. * Depending on their level of proficiency, you may need to limit the number of items they have to fill in. | |
| **Assessment(s):**  Use students’ journals as another informal assessment for understanding. Teacher will place three number tiles on the board. Students will have to tell what is the largest, middle, and smallest three digit numbers that can be made using all three number tiles. Students will have three number problems. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |